**Fifth Grade Module 1: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

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|  | **Module 1: End-of Module Assessment** | | | | | | | | | | | | | | | | |
|  | **Domain** | | | | | **Standards** | | | | | | | | | | | |
| Question | Number and Operations in Base-Ten | | | Measurement and Data | | 5.NBT.1 | | 5.NBT.2 | | 5.NBT.3a | | 5.NBT.3b | | 5.NBT.4 | | 5.NBT.7 | 5.MD.1 |
| 1 | 1 2 3 4 | | |  | | X | | X | |  | |  | |  | |  |  |
| 2 | 1 2 3 4 | | |  | |  | |  | |  | |  | |  | | X |  |
| 3 | 1 2 3 4 | | |  | |  | |  | | X | | X | |  | |  |  |
| 4a-c | 1 2 3 4 | | |  | | X | | X | | X | | X | | X | | X |  |
| 4d |  | | | 1 2 3 4 | |  | |  | |  | |  | |  | |  | X |
|  | | |  |  | |  |  | |  | |  | |  | |  | | | | |
| Domain  Score | Number and Operations in Base-Ten | | | Measurement and Data | |  | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | | | | | |
| Total Points |  | | |  | |  |
| Level | 4 | 14-16 points | | 4 | 4 points |  |
| 3 | 10-13 points | | 3 | 3 points |  |
| 2 | 6-9 points | | 2 | 2 points |  |
| 1 | 4-5 points | | 1 | 1 point |  |

Notes:

**Fifth Grade Module 1: End-of-Module Assessment Task Score Sheet**

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| Fifth Grade Module 1: End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| Generalize place value understanding for multi-digit whole numbers.  5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **5.NBT.3** Read, write, and compare decimals to thousandths.  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  5.NBT.4 Use place value understanding to round decimals to any place.  **Perform operations with multi-digit whole numbers and with decimals to hundredths.**  **5.NBT.7** Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **Convert like measurement units within a given measurement system.**  **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |